

## Implementation Levels of Formative Assessment Key Strategies

Key Strategies	Zero (Unsatisfactory)	Level One (Basic)	Level Two (Proficient)	Level Three (Exemplary)
Clarifies and shares learning intentions (targets) and criteria for success with students during all phases of learning	Does not communicate targets and criteria to and with students	Inconstantly communicates targets and criteria to and with students. Does not link targets and criteria to student work or assessments.	Clearly communicates targets and criteria to and with students. Sometimes links targets and criteria to student work and assessments	Consistently communicates targets and criteria to and with students. Always links targets and criteria to student work and assessments. Students have opportunity to participate in goal and criteria setting.
Engenders effective classroom discussions, questions, and learning tasks that move students forward and into deeper levels of understanding	Discussions, questions, and tasks do not move students into higher order thinking or metacognition	Discussions, questions, and tasks attempt to move students into higher order thinking or metacognition	Discussions, questions, and tasks develop a flow from lower to higher level thinking and move students into metacognition	Discussions, questions, and tasks consistently and seamlessly flow from lower to higher level thinking and move students into metacognition
Provides on-going descriptive feedback directly related to targets and criteria and designed to move students forward in their learning	Feedback does not aligns targets and criteria to student performance, it is not provided during the learning process, it is of poor quality, and there is no opportunity for students to apply the feedback	Feedback rarely aligns targets and criteria to student performance, it is frequently removed from the learning process, it is of poor quality, and there is very little opportunity for students to apply the feedback	Feedback attempts to align targets and criteria to student performance, it is often timely, it is of inconsistent quality, and there is some opportunity for students to apply the feedback	Feedback aligns targets and criteria directly to student performance, it is timely, of high quality, and there is frequent opportunity for students to apply the feedback.

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Activates and engages students as the owners of their own learning	Students are rarely aware of the degree to which current performance meets established targets and criteria through teacher systematic feedback. Students do not engage in goal setting or discussions about their own learning.	Students are inconsistently aware of the degree to which current performance meets established targets and criteria through teacher systematic feedback. Students rarely engage in goal setting or discussions about their own learning	Students are regularly aware of the degree to which current performance meets established targets and criteria through teacher systematic feedback. Students sometimes engage in goal setting or discussions about their own learning.	Students are consistently aware of the degree to which current performance meets established targets and criteria through teacher systematic feedback. Students frequently engage in goal setting or discussions about their own learning.
Uses formative assessment to inform decisions during the instruction and learning process	There is no instructional use of formative assessment strategies. Assessment results are not used to inform instruction during the learning process. They are inappropriate, infrequent, and do not attempt to reflect students' understanding of established targets and criteria.	There is very little instructional use of formative assessment strategies and they are rarely aligned to targets and criteria. The results are rarely used to inform instruction during the learning process. They are sometimes inappropriate, infrequent, and only attempt to reflect students' understanding.	There is an attempt to embed the instructional use of a variety of formative assessment strategies inconsistently aligned to targets and criteria. The results are sometimes used to inform instruction during the learning process. They are often appropriate, infrequent, and somewhat designed to reflect students' understanding.	There is embedded instructional use of a variety of formative assessment strategies aligned to targets and criteria. The results are used to inform instruction during the learning process. They are appropriate, frequent, and designed to reflect students' understanding.